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ABSTRACT

A report is given on the development and progress of the Dean's Grant Project at Southern Illinois University-Carbondale. Included in the report is information on: (1) developments leading to the Dean's Grant Project; (2) plan for institutionalizing special education concepts in the teacher education program; (3) goals, objectives, and activities for the project (including a chart showing activities by month over a 3-year period); (4) evaluation methodology--populations, activities, and settings; (5) evaluation instruments; (6) results of surveys of faculty and students, criterion-referenced pre- and post-tests, and student attitudes; (7) dissemination of information on Dean's Grant efforts; (8) assessment of knowledge on education of the handicapped; and (9) faculty and student receptivity to the program. Appendices contain a sample of a form used to analyze professional education centers' experience with cultural diversity, and criterion-referenced tests on the characteristics of the handicapped, the role of the regular educator in mainstreaming, and the origins and foundations of Public Law 94-142. Also appended are Dean's Grant newsletters and a questionnaire designed to assess knowledge of education of the handicapped. (JD)

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DEAN'S GRANT: SECOND YEAR REPORT AND EVALUATION

VOLUME II

Dean's Grant Project
College of Education
Southern Illinois University at Carbondale
Carbondale, Illinois

SIU

1981

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DEAN'S GRANT: SECOND YEAR REPORT AND EVALUATION

Volume II

Office of Special Education - Contract 790 1158

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1981

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Introduction

Mainstreaming is a concept which requires a receptive attitude and information to make it work in practice. The integration of the handicapped into regular education programs will happen only with planning and program development and appropriate educational placement. One significant aspect of that planning is to prepare regular educators for integration of the handicapped into their classes. That preparation must occur at the pre-service level so that the classroom teacher and building principal have assimilated and accommodated the rights of the educationally handicapped into their basic philosophy and practice, as intended by the 94th Congress.

The ramifications of P.L. 94-142 and the concepts and reforms implied by it in terms of mainstreaming are the basis for change in teacher education preparation programs. Corrigan (1978) states that teacher education will not succeed if we continue to think of special education in a framework separate from regular education on any level. Until we rid ourselves of the dualism in our teacher education programs the public schools will only continue to mirror our dualism. He suggests a reform of all teacher education, not just departments of special education. All teachers must be prepared to implement the concepts mandated in P.L. 94-142.

There is a clear recognition that the schools of education are being faced with fundamental changes. This recognition reflects the changes that are taking place in the public schools. The changes in teacher preparation necessarily must correspond with the changes occurring in the public schools. Thus, the movement to which this Dean's Grant

is linked is a revitalization of: the teaching training curriculum, the development of a healthy attitude toward the handicapped, an approach to teaching the handicapped which is primarily responsive to learning objectives rather than etiology or misconceptions, and providing regular educators with content which is useful in preparing and implementing the instructional objectives which will maximize educational success.

Developments Leading to the Dean's Grant Project

During the 1977-78 academic year, the College of Education, SIU-C, participated in several Illinois Office of Education (I.O.E.) sponsored meetings on P.L. 94-142. The Associate Dean for Undergraduate Studies and faculty members from both special education and regular education (elementary and secondary) attended the IOE meetings.

Discussion with the Administrative Staff following these meetings resulted in a commitment to an effort to institutionalize pre-service and in-service education to insure an awareness of the intent of P.L. 94-142 and to give training to students in early childhood, elementary, secondary, and K-12 education on TEP's and mainstreaming. The Associate Deans for Undergraduate Studies and Graduate Studies assumed this responsibility.

An all-day workshop was scheduled on April 20, 1978. Dr. Robert Stoneburner, who had participated in special training with the Illinois State Board of Education and the Bureau of the Handicapped in Washington, and a member of the SIU-C Special Education faculty, organized and presented the major portion of the workshop. All center coordinators (supervisors of all in-classroom experiences), methods faculty, and Department Chairpersons were urged to attend the one-day session.

Approximately forty faculty did participate, representing most of the departments involved in teacher training.

During the Summer of 1978 and early Fall, a plan was prepared for institutionalizing the concerns regarding special education in curriculum of the Teacher Education Program. At that time, students in the SIU-C Teacher Education Program were introduced to special education in their first professional education sequence course, EDUC 201, The Teacher's Role in Public School Education. In this course, a member of the Special Education faculty discusses the need for teachers in this area and briefly discusses the role of a special education teacher. There is also, in the Teacher Education Program, a two-hour elective course, EDUC 304, Individualization in Professional Education, Teaching the Special Needs Learner. In this course students are prepared to cope more effectively and comfortably with special needs learners in regular classrooms. Approximately 120 students enroll in this course each year. This course is an elective taken at the option of the student. The 201 course concentrates more on the special education teacher than the regular teacher utilizing or providing for handicapped children in their classroom. Thus neither course assures a pattern of learning about the handicapped for all students in the Teacher Education Program.

The Plan for Institutionalizing Special Education Concerns in the Teacher Education Program

The plan which was developed and prepared as a proposal to the Office of Special Education for a Dean's Grant, was funded commencing June 1, 1979. For the first year of the grant, the focus was on implementation of information in course syllabi of the Teacher Education Sequence courses. Among recipients of instruction and training for the first year of the grant were:

1. Dr. Jack Snowman, Dr. Jack Kelly, and Dr. Ronna Dillon, Coordinator of EDUC 301 Human Growth, Development and Learning, and six teaching assistants.

2. Dr. Barbara Battiste, Dr. Terry Shepherd, and Dr. Michael Jackson, Coordinator of EDUC 302 Basic Techniques and Procedures in Instruction, and four teaching assistants.

3. Dr. Lawrence Dennis, Dr. Arsene Boykin, Coordinators of EDUC 303 School and Society, Historical, Sociological and Philosophical Perspectives, other teaching faculty for this course and two teaching assistants.

During the school year of 1979-80, this faculty and teaching assistants received instruction which enabled them to incorporate in their course syllabi information and training for pre-service teachers in teacher education.

During the Summer of June 1 to September 15, 1979, the first three-and-a-half months of the project, bibliographies, list of outside support agencies, list of resources, list of instructional materials and diagnostic tools were solicited and developed in preparation for this training program. This portion of the grant was carried out under the direction of Dr. Robert Sedlak, Special Education trainer on the project, and two teaching assistants, Renee Rogers and George Vensel.

During the 1979-80 academic year various activities were conducted and numerous products were completed by the project personnel, e.g., Selected Bibliography and Index, The Role of the Regular Educator in the Education of the Handicapped. The effectiveness of these activities and products are contained in the Evaluation section of this report.

Summary: On-Campus Day Feedback From Teachers and Administrators

On May 13, 1980, supervising teachers and administrators were invited to campus to meet with Teacher Education administrators, faculty

and center coordinators. The purpose of the meeting was to 1) inform the supervising teachers and administrators from the cooperating school systems of the goals of the Dean's Grant Project and 2) to solicit from them ideas and suggestions as to how we could best prepare our teacher education students for experiences with handicapped students in regular classrooms.

The teachers and administrators met in small groups with SIU-C teacher education administrators, faculty and center coordinators. Summary statements were compiled by each group. These statements were then summarized as follows for use in the second year of the Dean's Grant.

1. What do student teachers need to know in order to effectively handle handicapped students in the regular classroom?

   Identification - Knowledge of the characteristics that are associated with the disabilities and abilities of the handicapped student.

   Affectiveness - Knowledge and awareness of the use and availability of resources such as materials, psychologist, social worker, and other teachers.

   Socially - Classroom acceptance, ways of integrating the handicapped and the non-handicapped individuals into working relations. Also they need to know how the child's environment influences behavior.

   Law - Mainstreaming, what is it? (Properly define) Have knowledge of IEP's and how they're implemented. Knowing what is being done in today's classrooms.

   Policies - Awareness of, expectancies of districts, buildings, administrators, and so forth.

   Educational Suggestions - Take courses in Survey and Inservice Training.

   Attitude - Have a positive one.

2. What experiences can pre-student teachers and student teachers have in local school systems to help them become better prepared as teachers to handle handicapped students in the regular class?

   Actual Experience and Observation - Designs with both special education classrooms and regular classrooms in mind. (30?, field trips)

   Tutoring - Actually working with individuals, small groups in the classroom and the playground. Learning the dynamics of grouping.

   Involvement - Be involved with staffings, IEP meetings, parent-teacher conferences, and other teachers. Also the need for more conferences between student teachers and cooperating teachers.

   Familiarize - Know what it's like to be handicapped physically or mentally and its relationship to teaching.

   Other Experiences - Viewing of films depicting development, concepts, and attitudes. Creation of games or activities to fit individual needs. Experience a case study. Have handicapped students visit campus.

   Exposure - Expose elementary education majors to mainstreaming.

The Dean's Grant is facilitated and supported by Dean Elmer J. Clark. Dr. Nancy Quisenberry, Associate Dean for Undergraduate Studies, College of Education, has served as Project Director, and Dr. Sidney Miller, Special Education Trainer, started with the project in August, 1980.

The work of the project has been supported through a coordinated council which forms the base for institutional involvement and commitment. This council is made up of the Deans from the colleges having Teacher Education Programs, the Associate Dean for Undergraduate Studies, the department chairpersons, the Coordinator of Professional Education Experiences, and the Special Education Trainer. This council

advises the Dean on matters related to development and implementation of the grant.

For the first year of this project (1979-80), the administrative team, under the direction of the Dean, identified three curriculum areas where incorporation and exposure of regular educators to handicapped individuals as learners can take place: 1) the general technique and procedures course, 2) the general educational psychology course in learning and development and 3) the history/philosophy of education were targeted. These three courses were selected because all the undergraduate students in the College of Education are required to take these courses for all educational degrees. During the first year of this project, eight instructors of the above courses, and 100 percent of the students enrolled in these courses, were impacted by the 1979-80 OSE Dean's Grant funding effort.

During the second year of this project, 16 center coordinators (supervisors of practicum, students, and experiences), 34 methods course instructors, 6 instructors of EDUC 303 and 100 percent of the students involved in these experiences were impacted by the 1980-81 OSE Dean's Grant funding effort. In addition, other faculty within and outside the College of Education were provided informational packages and interim reports concerning the progress of the Dean's Grant.

Goals, Objectives, and Activities

Goals, objectives, and activities for this project are presented on the following pages. A PERT chart showing activities by month over the three year period follows.

Chart 1

Goals, Objectives, and Activities of Dean's Grant Project

Goal	Objective	Activities
I. To create a set of materials and resources which can be used by the target faculty members in the training process.	The grant personnel will develop lists and sets of materials to be used in implementing the project with faculty members.	1. Develop bibliographies on all topics related to the implementation of this project. 2. Develop list of outside support agencies. 3. Develop a list of instructional materials. 4. Develop a list of diagnostic tools. 5. Set up center to house materials for project participants' use.
II. To provide training for university personnel on P.L. 94-142 and the implications of the law for training teachers and administrators.	Grant personnel will provide training sessions for university faculty directly responsible for the training of teachers.	1. Information will be disseminated to identified faculty. 2. Grant personnel and faculty will discuss and review materials disseminated. 3. Development of syllabi components by faculty for inclusion in their courses. 4. Lectures to university faculty by on-campus handicapped individuals.
III. To develop materials for use by students and faculty in the Teacher Education Program at SIU-C and to provide for dissemination of these materials.	Grant personnel and faculty members will develop materials for use in the Teacher Education Program at SIU-C.	1. Development of booklets addressing: a. Liability b. Least restrictive alternative c. P.L. 94-142 d. Individual Education Program

Goal	Objective	Activities
		e. Due Process f. Illinois Rules and Regulations 2. Description of components for course syllabi.
	Dissemination of booklets and materials developed for course syllabi.	1. Disseminate to faculty. 2. Disseminate to university students. 3. Disseminate to other university faculty, administrators and students. 4. Disseminate to Illinois Office of Education. 5. Disseminate to IACTE. 6. Disseminate to etc.
IV. To train and involve in the change process university personnel most directly responsible for the teacher education program.	Grant personnel will provide information through seminars, lists, and resource materials to identified university faculty.	Recipients of Training: 1. Coordinators of Teacher Education Sequence courses (EDUC 301, 302, 303) and teaching faculty for these courses. 2. Method course instructors. 3. Center coordinators (supervisors of all clinical experiences including student teaching). 4. Administrative certification faculty members.
V. To implement components developed for course syllabi in university course/program.	University faculty will include components developed for this project in their courses.	1. Lectures/Discussion 2. Observation of techniques 3. Class simulations 4. Field trips 5. Hands-on-experiences 6. Development of Individual Educational Program 7. Identification of handicapped students.

Goal	Objective	Activities
		8. Obtain feedback from teachers in the field & review.
VI. Develop an administrative structure that enables the project administrators to insure the infusion of P.L. 94-142 and its educational ramifications in SIU-C professional education courses and field experiences.	The administrator will carry out all aspects of the personnel preparation project according to the aforementioned goals and objectives and Chart 2 timelines.	1. The administrator will insure that all budgeting responsibilities are in accordance with Illinois, university, and O.S.E. guidelines. 2. The administrator will hire and provide direction to all project personnel. 3. The administrator will provide coordination between and among all university, projects and advisory committee representatives and participants. 4. The project administrator shall insure all goals, objectives, and activities are carried out within the timelines specified in Chart 2. 5. The project administrator will provide the support to insure all evaluation parameters are implemented and the data is used to revise or change existing training practices.

Chart 2

PERT CHART OF ACTIVITIES FOR
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE DEAN'S GRANT

	First Year (1979-80)												Second Year (1980-81)												Third Year (1981-82)											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
I. Preliminary Preparation																																				
A. Develop bibliographies	*	*	*										*	*												*										
B. List outside support agencies	*	*	*										*	*	*										*	*	*									
C. List of instruction materials	*	*	*										*	*	*										*	*	*									
D. List of diagnostic tools	*	*	*										*	*	*										*	*	*									
E. Develop Center for use of above materials	*	*		*	*	*																														
II. Training of University Personnel																=	=	=	=	=								*	*	*	*						
A. Dissemination of information				*	*		*	*	*	*									=	=	=	=	=								*	*	*	*	*	
B. Feedback and review								*	*	*	*																									
C. Syllabi component inclusion												*												=												*
D. Lectures to university personnel by on-campus handicapped individual								*													=										*					
III. Implementation																																				
A. Lectures									*	*	*	*	*	*	*	*	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
B. Observation of techniques									*	*	*	*	*	*	*	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*	*
C. Class simulations									*	*	*	*	*	*	*	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*

* Projected activities

= Activities completed as of

	First Year (1979-80)												Second Year (1980-81)												Third Year (1981-82)											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
III. Implementation (cont.)																																				
D. Field trips																=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
E. Hands-on experience																=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
F. Development of individual educational program									=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
G. Identify handicapped students									=	=	=	=	=	=	=	=																				
H. Field related feedback and review																				=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
IV. University Personnel To Be Trained																																				
A. Coordinators of Professional Education Course Sequence and the faculty				=	=	=	=	=	=	=	=	=																								
B. Methods course instructors																=	=	=	=	=	=	=	=	=												
C. Center coordinators (supervisors of clinical experiences)																=	=	=	=	=	=	=	=	=												
D. Faculty of Adm. Certificate																												*	*	*	*	*	*	*	*	*
V. Development and Dissimination																																				
A. Development																																				
1. Development of booklets addressing																																				
a. Teacher liability				=	=	=	=	=	=	=	=	=																								
b. Least rest. alternative				=	=	=	=	=	=	=	=	=																								

* Projected activities

= Activities completed as of

	First Year (1979-80)												Second Year (1980-81)												Third Year (1981-82)											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
V. Development and Dissimination (cont.)																																				
c. Public Law 94-142				=	=	=	=	=	=	=	=	=																								
d. Individual education program				=	=	=	=	=	=	=	=	=																								
e. Due process				=	=	=	=	=	=	=	=	=																								
f. Illinois rules and regulations				=	=	=	=	=	=	=	=	=																								
2. Syllabi for Courses								=	=	=	=	=	=	=																							
B. Dissemination of Books To:																																				
1. University faculty									=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*
2. University students									=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*
3. Other university faculty, administrators & students													=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*
4. Illinois Office of Education													=	=	=																					
5. ACTE					=				=				=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	
6. Etc.																																				
VI. Administration																																				
A. Budgeting	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
B. Personnel	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
C. Coordination																																				
1. Faculty	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
2. Advisory Board	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=																					

* Projected activities

= Activities completed as of

	First Year (1979-80)												Second Year (1980-81)												Third Year (1981-82)											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
VI. Administration (cont.)																																				
3. Project staff	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
D. Implementation of project	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
E. Evaluation																																				
1. of products									=	=	=	=	=	=							=	=	=	=									*	*	*	*
2. of university course impact on students									=	=	=	=				=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*
3. of student behavior in the field																												*	*	*	*	*	*	*	*	*
4. university faculty receptivity	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	=	*	*	*	*	*	*	*	*	*	*	*	*

14

* Projected activities

= Activities completed as of

Evaluation Methodology

The Southern Illinois University-Carbondale (SIU-C) evaluation is based on the following principles:

1. All data collected must be based on either performance criteria or measure attitude.
2. All data must be usable in enabling SIU-C to modify existing programs or build new and innovated programs.
3. Data must be collected on all persons involved in the delivery of services either on-campus or off-campus.
4. The data collected per activity or product shall reflect only on that activity or product.
5. The collective data across products and activity, and across time will be used to evaluate the efficacy of the SIU-C effort.

Populations

Populations that were trained and evaluated during the second year include:

1. University personnel teaching specified general content courses.
2. University personnel teaching generic and content specific methods courses.
3. University administrative personnel required to assist in the implementation and maintenance of efforts related to the Dean's Grant.
4. Center Coordinators responsible for practicum and student teaching experience.

5. Undergraduate students prepared to serve all children and youth in the public and private school and in such state agencies as Mental Health and the Department of Corrections. This includes those in:
   a. general information courses.
   b. generic methods courses.
   c. field-based student teaching.
   d. practicum experiences.

Activities

The evaluation was conducted on experiences presented during lectures, panel discussion, learning laboratory experiences, field-based student teaching, practicum experiences, site-visits, and role playing.

Settings

The activities occurred in conference rooms, lecture halls, learning laboratories, in various school districts located throughout Illinois and St. Louis, Missouri, for the development of instructional media, instructional materials, instructional strategies and tactics.

Instruments

Evaluation of the products developed through the Dean's Grant were achieved using four evaluation procedures: a) Student and Faculty Surveys, b) Criterion Reference Tests, c) Observational Checklists, as shown on the "Assessment of Product Information" chart and "Analysis of Information and Material Related to Students' Attitudes in Products and Workshops Developed for the Dean's Grant" chart, and d) Survey of

Chart 3

Assessment of Product Information

Products and Workshops	Instruments			Settings					Populations					
	Student Survey	Criterion Reference Tests	Teacher Survey	Lab Experiences	Panel Discussions	Field Based Experience	Student Teaching Experience	Lectures	University Personnel General Courses	University Personnel Methods Courses	University Administrative Personnel	University Field Personnel	Public School Teachers and Administrators	Undergraduates and Graduate Students
Bibliography	*		*					*	*		*			*
Diagnostic Tests	*		*	*		*	*	*		*	*	*	*	*
Annotated Bibliography	*		*					*	*		*			*
Book List	*		*					*	*		*			*
Role of the Regular Educator	*	*	*	*	*	*	*	*	*		*			*
History of Special Education	*		*					*	*		*			*
Litigation and Legislation	*		*					*	*		*			*
Characteristics of Handicapped	*	*	*		*		*	*	*		*			*
Instructional Materials	*		*	*		*	*	*	*	*	*	*	*	*
List of Agencies			*					*	*	*	*	*	*	*
Materials Information Center						*	*	*	*	*		*	*	*
Glossary	*		*	*				*	*		*			*
Instructional Methods Handbook	*	*	*					*		*	*	*	*	*
Observational Checklist			*			*	*				*	*	*	*
Workshops	*		*					*						*

Chart 4

An Analysis of Information and Material Related to Students' Attitudes in Products and Workshops Developed for the Dean's Grant

Products and Workshops	Information																	Students' Attitudes								
	Litigation	Legislation	Due Process	I.E.P.	Characteristics of Handicapped	Published Articles	Published Books	Testing Materials	Instructional Strategies	Definition of Terms	Role of Parent	Role of Student	Role of Regular Education Teacher	Role of School	Instructional Materials	History of Special Education	Support Service	Mainstreaming	Placement	Handicapped as People	Handicapped as Learners	I.E.P. Responsibilities	Parent Rights	Student Rights	School Role	Special Educators
Bibliography	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*
Diagnostic Tests				*				*						*												
Annotated Bibliography					*	*	*						*	*				*	*	*	*	*	*	*	*	*
Book List	*	*	*	*	*		*		*	*	*	*	*	*				*	*	*	*	*	*	*	*	*
Role of the Regular Educator	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*		*	*	*	*	*	*	*	*	*
History of Special Education	*	*	*			*	*									*		*		*	*			*		*
Litigation and Legislation	*	*	*			*	*						*			*		*	*	*	*	*	*	*		
Characteristics of Handicapped					*	*	*	*	*	*			*		*	*				*	*					
Instructional Materials							*		*						*											
List of Agencies				*													*									
Materials Information Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*
Glossary	*	*		*	*					*											*					
Instructional Methods Handbook				*	*				*				*								*					
Observational Checklist				*									*							*	*	*	*			
Workshops	*	*	*	*						*			*	*												

of number of handicapped students mainstreamed in school districts where SIU-C students are to receive practicum and student teaching experiences. (Clark, et.al., 1981a)

University Faculty Personnel Survey

The process of product development included the professional input of the faculty responsible for the dissemination of each product and its information. The faculty evaluated each product's relevancy, format and usefulness to them as instructors and to the students enrolled in their courses. A space for further recommendations was a part of the survey.

Faculty and Student Survey

All products disseminated to students were accompanied by a survey form. Faculty and students were asked to respond to the relevancy, format, and usefulness of the specific product.

Checklists

Students involved in field based experiences and students' practicums were measured on their ability to develop appropriate teaching strategies and implement a program of instruction for handicapped students.

Faculty and administrative personnel were evaluated on their receptivity to, and/or inclusion of, information concerning the education of the handicapped into their course content.

Data Treatment

Survey data was collected and analyzed to determine the percent of positive and negative responses to the products developed and disseminated. In addition, the survey data collected from the local school districts

were analyzed to determine the percentage of handicapped students being served in those districts. This information will be used to facilitate appropriate practicum and student teaching experiences for SIU-C students.

Results of the criterion reference pre- and post-test scores were analyzed to determine the students' gains in information, attitude changes, ability to develop instructional materials and strategies, and their competency in working with handicapped populations.

The criterion acceptance level established for inclusions of material in the course, is that, at least 80 percent of the faculty, teaching assistants, and students, must find the materials moderately "useful," "relevant," and presented in an understandable manner. The 80 percent criteria was also used by SIU-C faculty members in measuring the proficiency of pre-service teachers presenting information in their various courses addressing the needs of the handicapped, the responsibility of school personnel to serve these students, and the procedures to be used to instruct such students.

Results

The following data was collected Spring Semester, 1981, by the Dean's Grant personnel and instructors of the regular education core sequence (EDUC 301, 302, and 303), Center Coordinators and methods course instructors.

This data reflects input from 65 faculty members and 411 students enrolled in these courses. The information that follows will be utilized to determine the impact of the products that were developed and disseminated during the 1980-81 academic year.

Faculty Survey

Professional Education Sequence. P.L. 94-142 "Origins and Foundations" is an educational package concerning the historical development which lead to the passage of P.L. 94-142. (Clark, et. al., 1981d) This package was disseminated to the faculty responsible for EDUC 303, School Society: Historical, Sociological and Philosophical Perspectives. EDUC 303 is one of the three prerequisite courses in the SIU-C Professional Education Sequence. Faculty responsible for the other two prerequisite courses were evaluated and reported in the Dean's Grant first year progress report.

Six faculty members responsible for the instruction of EDUC 303 reviewed the informational package P.L. 94-142 "Origins and Foundations" and evaluated the applicability of the material in their individual courses using the attached questionnaire. (Clark, et. al., 1981a)

Instructors (N=6) indicated that the informational package was relevant, useful and presented in an understandable manner and decided to use the material in their individual classrooms.

Center Coordinators and Method Course Instructors. In order to provide students with information concerning specific educational materials and techniques appropriate for special populations, informational packages were developed for the Center Coordinators (N=15) (supervisors of practicum and student teaching experiences), and one set of materials was developed for the methods course instructors (N=34).

The informational package developed for the Center Coordinators' "Special Education Materials" included various educational materials that were developed for various special populations and/or amenable to modification for special populations. (Clark, et. al., 1981c)

The Center Coordinators that responded to the survey indicated 1) the information was relevant to them (N=10), 2) the information will be of use to them (N=9), and 3) that the information was presented in an understandable manner (N=10) as shown in Table 1.

The methods course instructors were provided an informational package entitled "Classroom Instruction and Behavior Management" (Clark, et. al., 1981d). The objective of these materials was to illustrate various teaching and classroom management strategies that have been successfully implemented by special educators with students with various disabilities.

The results of the survey indicated that the informational packages were presented in an understandable manner (N=28). A majority of the instructors (N=22) indicated that the information was relevant and useful to them, while a minority of the instructors (N=6) believed that they were neither relevant or useful to them as shown in Table 1.

The methods course instructors were provided a comprehensive list of diagnostic tests that have been used by special educators with various handicapped students. Although the faculty indicated that this package was presented in an understandable manner, they believed that the diagnosis of specific educational problems is the responsibility of professionals trained in diagnosis.

Field Based Survey. The Center Coordinators were provided a questionnaire that was designed to obtain specific information concerning the percentage of handicapped students mainstreamed in their prospective regions. (See Appendix A). Upon review, it was determined that the questionnaire should be modified. The revised questionnaire was reviewed by the center coordinators, and it was determined that

Table 1

Results of Faculty Survey

Questions	P.L. 94-142 Origins and Foundations		Special Education Materials		Classroom Instruction & Behavior Management		Diagnostic Tests	
	Yes	No	Yes	No	Yes	No	Yes	No
Do you feel this information is relevant to:								
a) you?	6		10	0	22	6	2	2
b) your students?	6		10	0	NA*	NA*	1	3
Do you feel this information to be useful to:								
a) you?	6		9	1	22	6	1	3
b) your students?	6		10	0	NA*	NA*	0	4
Is this information presented in an understandable manner?	6		10	0	28	0	4	0

*NA - Not Applicable

the information collected would help the center coordinators assign their students to appropriate practicum and student teaching placements where the students will experience working with students with various handicapping conditions.

The questionnaire was completed by 12 center coordinators responsible for placements in 79 individual schools and/or districts. The districts were divided into the following: 1) Southern, 2) Northern, 3) Central, 4) Urban, 5) Rural, and 6) Suburban. The analysis of variance procedure was employed to determine if there were any differences between the regions in relation to the percentage of handicapped students served. The results indicated that a greater percentage of handicapped students were being served in the suburban regions as compared to the rural regions ($p < .01$). In addition to the percentage data requested, sixteen questions were to be answered on a likert scale of 1-7 to determine if there were significant variables which accounted for the percentage of handicapped students served. Only one variable was significant at the $p < .01$ level using the general linear regression model. Although one variable was statistically significant, it revealed no significant relationship with other comparable variables. This indicates that the information gathered from the statistical procedure fails to provide any socially valid implications.

Faculty Site-Visits of Mainstreamed Programs. The Dean's Grant personnel contacted various school districts within Illinois and Missouri which were currently mainstreaming handicapped students with various disabilities in their regular school programs. The following school districts agreed to have our Center Coordinators, methods instructors, and Dean's Grant personnel to visit their programs:

1) Special School District of St. Louis County, St. Louis, Missouri

2) Carbondale Community High School District 165, Carbondale, Illinois

3) Wabash and Ohio Valley Special Education District, Norris City, Illinois, "Project Success"

4) Springfield Public School, Springfield, Illinois

5) Carrie Bussey School, Champaign, Illinois

A total of fifteen faculty participated in the five site-visits. The feedback was very positive. In fact, three of the faculty submitted a description of their experiences for publication in the Dean's Grant Newsletter.

Disability Awareness Workshops. Dean's Grant personnel and personnel from SIU-C Specialized Student Services conducted workshops which were designed to address the realities of mainstreaming handicapped students in the regular classroom. Four handicapped individuals participated in these workshops. Their individual disabilities were: 1) blind, 2) learning disabled, 3) physically handicapped, and 4) hearing impaired. Fifteen faculty members participated in these workshops. Upon completion of the workshops, the faculty were asked to evaluate the workshops. The results of their evaluation indicated that the workshops aided them in understanding the problems that the handicapped students experience in our public schools, and that this insight would help them better prepare prospective teachers to integrate handicapped students in their classroom.

Student Survey

Materials that were considered appropriate and pertinent by the instructors of EDUC 301, EDUC 302, and EDUC 303 were then included

in their curriculum and syllabi. Further evaluation of the materials was conducted via a survey of all students enrolled in these courses, and administration of pre- and post-criterion reference tests. The results of this survey were positive with over 95 percent of the students surveyed responding favorably to questions concerning the relevancy, usefulness, and presentation of the information as shown in Table 2.

Criterion Reference Pre- Post-Test Results

Three criterion reference tests were developed to assess the impact of the materials disseminated to the students enrolled in EDUC 301, EDUC 302, and EDUC 303. These tests were designed to establish whether the students had achieved a more complete understanding of the issues concerning the education of the handicapped. The pre- post-tests included questions designed to assess whether the student attitudes toward the education of the handicapped had changed as a result of reading the material developed by the Dean's Grant personnel and experiencing classroom lectures which parallel the materials. The testing procedures in EDUC 301 and EDUC 302 were administered during the first year of the project, but were readministered during the second year to determine the reliability of the results. Also, the students enrolled in EDUC 303 were pre- post-tested to assess the level of knowledge concerning the characteristics of handicapped students and to determine if there were any attitudinal changes.

Students enrolled in EDUC 301 (N=227) were pre-tested on an eight item criterion referenced test which was developed to ascertain the students current level of knowledge concerning the characteristics

Table 2

Results of Student Survey

Questions	P.L. 94-142 Origins and Foundations		Characteristics of Handicapped Students		The Role of the Regular Educator in the Education of Handicapped		Glossary	
	Yes	No	Yes	No	Yes	No	Yes	No
Do you feel this information is relevant to you?	100	6	215	5	240	7	226	5
Do you feel this information will be useful to you?	190	6	215	5	240	7	215	5
Do you feel this information is presented in an understandable manner?	196	0	290	0	247	0	220	0

of handicapped students. (See Appendix B) Prior to the administration of the post-test, the students were provided the following educational packages: 1) Characteristics of Handicapped Students and 2) Glossary of Special Education Terms. (Clark, et. al., 1981b) In addition, classroom lectures concerning the characteristics of handicapped students were provided by the instructors of EDUC 301. The mean of pre-test scores was 4.64 with a standard deviation of 1.38. The mean of the post-test was 5.48 with a standard deviation of 1.27. The pre- post-test data was analyzed via a one-way analysis of variance. The results indicated the students level of knowledge significantly increased ($p < .01$) during the course of the semester as shown in Table 3.

Table 3

Characteristics of Handicapped Students
EDUC 301

Source of Variance	SS	df	MS	F
Model	30.79	1	30.79	16.52*
Error	421.26	226	1.86	
Corrected Total	452.05	227		

*$p < .01$

Students enrolled in EDUC 302 (N=253) were pre-tested on an eight item criterion referenced test which was designed to measure the student's current level of knowledge concerning the role of the regular educator in the education of the handicapped. (See Appendix C) Prior to the

administration of the post-test, the students were provided an information package, "The Role of the Regular Educator in the Education of the Handicapped." (Clark, et. al., 1981b) In addition, classroom lectures concerning the role of regular educators, and how they can integrate handicapped students in regular classroom were given. The mean of the pre-test scores was 4.7 with a standard deviation of 1.5. The mean for the post-test scores was 5.5 with a standard deviation of 1.8. The pre- post-data was analyzed via a one-way analysis of variance. The results indicate that the student's level of knowledge significantly increased ($p < .01$) during the course of the semester, as shown in Table 4.

Table 4

The Role of the Regular Educator
EDUC 302

Source of Variance	SS	df	MS	F
Model	33.37	1	39.37	21.17*
Error	468.56	252	1.85	
Corrected Total	507.94	253		

*$p < .01$

Students enrolled in EDUC 303 (N=201) were pre-tested on a criterion referenced test which was developed to ascertain their current level of knowledge concerning the history of special education and the legislative precedents leading to the passage of P.L. 94-142. (See Appendix D) Prior to the administration of the post-test, the students were provided an educational package, P.L. 94-142 "Origins and

Foundations," (Clark, et. al., 1981d) observed films, and participated in classroom lectures conducted by the instructors of EDUC 303. The mean for the pre-test was 3.06 with a standard deviation of 1.28. The mean for the post-test was 3.84 with a standard deviation of 1.37. The pre- post-data was analyzed via a one-way analysis of variance. The results indicate that the student's level of knowledge increased significantly ($p < .01$) during the course of the semester, as shown in Table 5.

Table 5

P.L. 94-142 Origins and Foundations
EDUC 303

Source of Variance	SS	df	MS	F
Model	30.11	1	30.11	16.83*
Error	357.98	200	1.79	
Corrected Total	388.09	201		

*$p < .01$

Student Attitudes

All students enrolled in EDUC 301, EDUC 302, and EDUC 303 were pre- post-tested concerning their attitudes towards the education of the handicapped in the least restrictive environment. In order to obtain the student's actual attitudes, specific attitudinal questions were included in the criterion referenced tests. In this way, student response would reflect their own opinion rather than opinion they thought we expected.

Pre-test scores of the students enrolled in EDUC 301 indicates that only 50 percent originally believed that handicapped students could receive a better education in the regular classroom. The post-test data indicated an increase from 50 percent to 95 percent in response to this question. Pre-test results also indicated that 50 percent of the students believed that regular teachers should be trained to educate handicapped students in the mainstream. Post-test results indicated an increase from 50 percent to 95 percent in response to this question.

Students enrolled in EDUC 302 were pre- post-tested on specific attitudes pertaining to their role in the education of the handicapped. The results of the pre- post-test indicated very little change in this area, but this can be attributed to the very positive attitudes measured on the pre-test.

Students enrolled in EDUC 303 demonstrated the greatest change in attitudes towards the education of the handicapped. Approximately 80 percent of the students indicated on the pre-test that the education of the handicapped is unnecessary and should be conducted in institutions. The post-test results indicated that 90 percent of the students believed that the education of the handicapped is appropriate and that it is one of the best placements in the regular classroom. This represents a significant reversal in student's attitude.

Dissemination of Information

Information concerning the Dean's Grant efforts was accomplished by the development of two newsletters, three progress reports pertaining to 1) Integrating Skills, Knowledge and Attitudes for Teaching the Handicapped into Regular Teacher Education (Volume I), 2) Resources and

Evaluation Instruments for SIU-C Dean's Grant Project (Volume II), and 3) Dean's Grant First Year Evaluation (Volume III). These newsletters (Appendix E) and progress reports were disseminated to SIU-C faculty and administrators, local school district administrators, and upon request, to faculty representatives from other universities.

Assessment of Knowledge on Education of the Handicapped

During the Fall 1980 and Spring 1981 Semesters, the Quisenberry/ Miller questionnaire was administered to incoming students who indicated that they were majoring in the field of education. The results of this survey follow. (See Appendix F for Questionnaire)

Summary

Evaluation of the Dean's Grant initiated during the second year of the project indicates that the target audience has been favorably impacted.

Faculty Receptivity

Faculty responsible for EDUC 301, EDUC 302, and EDUC 303, practicum and student teaching experiences and the methods course, have incorporated pertinent information and materials into their course syllabi. The information and materials that the faculty have incorporated into their courses were obtained from specific informational packages developed by project personnel, disability awareness workshops, site-visits to local school districts, and their own individual efforts.

The results of the faculty survey,s review of course syllabi, students incrued knowledge concerning the education of handicapped students and significant changes in student attitudes toward the education of the

handicapped individual that SIU-C faculty are committed to the goals and objectives of the Dean's Grant.

Student Receptivity

Students have been presented with various informational packages relevant to their role in the education of handicapped students. Their responses to the materials were favorable, with 95 percent judging the information as useful and relevant to them. Also, the students have demonstrated a significant increase in knowledge about educating handicapped students and have altered their view towards the education of handicapped students in the regular classroom. Ninety-five percent of the students now support their integration into the mainstream of education.

The results of student surveys, criterion referenced tests and attitudinal surveys indicate that the efforts of the Dean's Grant personnel and SIU-C faculty have accomplished goals and objectives within the time frames specified in the proposal. Thus, changes in goals, objectives, and time frames are deemed unnecessary by the project personnel.

QUISENBERRY/MILLER QUESTIONNAIRE:
ASSESSMENT OF KNOWLEDGE ON EDUCATION OF THE HANDICAPPED

Education 201 Students 1980-81
(N=524)

		Response Freq.	%
1.	Identification of students with learning problems/handicaps should begin with:		
	a) the regular classroom teacher.	322	61.4
	b) special educators.	150	28.6
	c) psychologists.	23	4.4
	d) social workers.	13	2.5
	UR*	16	3.1
2.	Regular educators:		
	a) should be trained to mainstream handicapped students.	183	34.9
	b) are not expected to teach handicapped students.	21	4.0
	c) should learn about handicapped students on a volunteer basis.	107	20.4
	d) need extra training to work with the handicapped.	202	38.6
	UR*	11	2.1
3.	Circle the person or persons who you feel should be involved in the development of a handicapped student's I.E.P.		
	a) Parents	16	3.1
	b) Regular classroom teacher	4	0.8
	c) Special educators	28	5.3
	d) Student	7	1.3
	e) All of the above	427	81.5
	UR*	42	8.0
4.	Preparing handicapped students for job awareness and job training will be:		
	a) a benefit to the handicapped.	77	14.7
	b) a benefit to the handicapped and the community.	430	82.1
	c) misuse of tax dollars.	3	0.6
	d) a waste of time.	7	1.3
	UR*	7	1.3
5.	The problems of the handicapped are:		
	a) too difficult for regular educators to mediate in the regular classroom.	41	7.8
	b) can only be mediated by special educators.	30	5.7
	c) can be mediated cooperatively by special and regular educators.	439	83.8
	d) a burden on the schools.	4	0.8
	UR*	10	1.9
6.	Of the behaviors listed below, which one <u>best</u> describes a student who has a visual perception problem?		
	a) Has difficulty seeing objects that are far away	117	22.3
	b) Rubbing his eyes frequently	54	10.3
	c) Inability to discrminate between different symbols	329	62.8
	d) Inability to communicate with sign language	10	1.9
	UR*	14	2.7
7.	Which of the following is an underlying deficit exhibited by a student who is having an <u>auditory perception</u> problem?		
	a) Inability to discriminate sounds	284	54.2
	b) Watching lips of someone communicating with him	89	17.0
	c) Uses sign language	13	2.5
	d) Inability to hear a stimulus	118	22.5
	UR*	20	3.8

		Response Freq.	%
8.	If a student is experiencing difficulties in academic or social interactions, and is suspected of being educationally handicapped, the first thing the classroom teacher is required to do is:		
	a) send a letter to the parents of the student.	233	44.4
	b) implement an individualized education program.	49	9.4
	c) make a referral.	145	27.7
	d) develop a special program for the student.	72	13.7
	UR*	25	4.7
9.	Which are the major sensory areas that are important to the educational growth of a student?		
	a) Speech	2	0.4
	b) Vision	4	0.8
	c) Hearing	5	0.9
	d) b and c	33	6.3
	e) all of the above	467	89.1
	UR*	13	2.5
10.	Which of the persons below have been delegated the responsibility for referring a student for a case study evaluation?		
	a) Regular classroom teacher	75	14.3
	b) Parents	25	4.7
	c) Special education teacher	34	6.5
	d) Any one of the above	359	68.5
	UR*	31	6.0
11.	The primary role of the multidisciplinary team is to:		
	a) do preschool screening.	23	4.4
	b) assess the handicapped student's level of functioning.	65	12.4
	c) refer handicapped students for a case study evaluation.	33	6.3
	d) a and b	89	17.0
	e) all of the above	268	51.1
	UR*	46	8.8
12.	The following are mandated components of the Individualized Education Program except:		
	a) the student's level of performance.	73	13.9
	b) due process hearing.	187	35.7
	c) short-term objectives.	56	10.7
	d) special education and related services.	53	10.1
	e) annual goals.	88	16.8
	UR*	67	12.8
13.	An Individual Education Program is:		
	a) a legally binding document.	19	3.6
	b) only for handicapped students.	65	12.4
	c) for all children in our schools.	190	36.3
	d) b and c	101	19.3
	e) all of the above	99	18.9
	UR*	50	9.5
14.	Regular classroom teachers are responsible for participating in the education of the handicapped due to the Congressional legislation of:		
	a) the Hatch Act.	47	9.0
	b) the 1964 Civil Rights Act.	83	15.8
	c) the Adjournment Resolution of 1975.	106	20.2
	d) P.L. 94-142.	157	30.0
	UR*	131	25.0

		Response Freq.	%
15.	According to Deno's cascade which of the following is the least restrictive environment possible for handicapped students?		
	a) Special education classroom	69	13.2
	b) Regular classroom	78	14.9
	c) Special school	46	8.8
	d) Regular classroom with supportive services, e.g. resource room	184	35.1
	e) Institutions	28	5.3
	UR*	119	22.7
16.	Segregation of handicapped individuals was supported by the following philosopher(s).		
	a) Plato	32	6.1
	b) John Locke	76	14.5
	c) Jean Jacque Rosseau	59	11.3
	d) None of the above	214	40.8
	UR*	143	27.3
17.	Which of the following individual(s) are considered to be pioneers in the education of the handicapped?		
	a) Jean-Marc Gaspand Itard	58	11.1
	b) Edward Sequin	40	7.6
	c) Maria Montessori	70	13.3
	d) all of the above	198	37.8
	UR*	158	30.2
18.	The constitutional amendment that requires states to provide equal protection of the law to all its citizens is:		
	a) 5th amendment	86	16.4
	b) 14th amendment	180	34.4
	c) 6th amendment	51	9.7
	d) 4th amendment	65	12.4
	UR*	142	27.1
19.	The Supreme Court decision that assured that those states providing educational services to any citizens must be provided to all is		
	a) Doe vs. Board of School Directors of the city of Milwaukee.	28	5.3
	b) Spangler vs. Board of Education	86	16.4
	c) Brown et. al. vs. Board of Education of Topeka et. al.	189	36.1
	d) Beattie vs. State Board of Education	66	12.6
	UR*	155	29.6

*UR = Unusable Responses

Appendices

Appendix A

Analysis of Professional Education Center

ANALYSIS OF PROFESSIONAL EDUCATION CENTERS -
EXPERIENCE WITH CULTURAL DIVERSITY

Name of Center _____

1. Indicate the percentage of students in your center in each category below.
   _____ Caucasian
   _____ Black
   _____ Mexican American
   _____ Asian
   _____ Native American

2. What ethnic groups can be clearly identified in your center?
   _____ _____
   _____ _____
   _____ _____

3. What clearly identifiable religious groups are in your center?
   _____ Protestant _____ Catholic _____ Buddhist
   _____ Jewish _____ Hindu _____ Other _____

4. What percentage of the children in your center meet the federal guidlines for the economically disadvantaged? _____

5. Are there cultural differences present in your center specific to parental occupation? If so, please list and indicate approximate percentage of children involved.

6. Would it be possible for any student to complete all field experiences in your center and <u>not</u> have any experience with children who are racially, ethnically, religiously, socio-economically, or culturally different?
   _____ yes _____ no

Signature _____ Date _____
Center Coordinator

Appendix B

Characteristics of Handicapped - Criterion Referenced Test

Characteristics

1. Of the behaviors listed below, which one best describes a student who has a visual perception problem?

   a) Holding an object too close or too far from his eyes
   b) Rubbing his eyes frequently
   c) Inability to discriminate between different symbols
   d) Inability to communicate with sign language

2. Which of the following characteristics might be exhibited by a student who is having an auditory perception problem?

   a) Inability to discriminate sounds
   b) Watching lips of someone communicating with him
   c) Inability to attend to an auditory stimulus
   d) Inability to hear a stimulus

3. Which of the following characteristics might be demonstrated by a student who is visually impaired?

   a) Squinting
   b) Poor visual memory
   c) Visual sequencing problems
   d) Problems with visual figure-ground

4. An example of sensory-motor problem is:

   a) the inability to develop consistent left or right-sided approach in use of hands or feet
   b) the inability to use arms and legs effectively
   c) the inability to utilize extremeties effectively
   d) all of the above

5. Public Law 94-142, "The Education for All Handicapped Children Act of 1975", requires that:

   a) all handicapped students have equal rights and educational opportunities as regular students
   b) all handicapped students must be placed in the regular classroom
   c) all handicapped students receive a free and appropriate education
   d) b & c
   e) a & c

6. Which are the major sensory areas that are important to the educational growth of a student?

   a) Speech
   b) Vision
   c) Hearing
   d) b & c
   e) All of the above

7. Which of the following is the least restrictive environment for handicapped students?

   a) Special classroom
   b) Special school
   c) Regular classroom
   d) Resource room

8. If a student is experiencing difficulties in academic or social interactions, and is suspected of being educationally handicapped, the classroom teacher is required to:

   a) send a letter to the parents of the student
   b) inform the principal
   c) make a referral
   d) develop a special program for the student

9. Education of the handicapped student would be best accomplished in a:

   a) special school
   b) institution
   c) regular classroom
   d) special classroom

10. Identification of students with learning problems/handicaps should begin with:

    a) the regular classroom teacher
    b) special educators
    c) psychologists
    d) social workers

11. Regular educators:

    a) should be trained to mainstream handicapped students
    b) are not expected to teach handicapped students
    c) should learn about handicapped students on a volunteer basis
    d) need extra training to work with the handicapped.

Appendix C

The Role of the Regular Educator in the Education of the Handicapped - Criterion Referenced Test

Criterion - Reference Test

Role of the Regular Educator
in the Education of the Handicapped

1. Which of the persons below have been delegated the responsibility for referring a student for a case study evaluation?
   a) Regular classroom teacher
   b) Parents
   c) Student (when appropriate)
   d) Special education teacher
   e) Any one of the above

2. Which of the following personnel may participate in a multi-disciplinary team staffing?
   a) Regular classroom teacher
   b) Parents
   c) Special educators
   d) Student
   e) All of the above

3. The primary role of the multidisciplinary team is to:
   a) determine an appropriate educational placement of a student.
   b) assess the handicapped student's level of functioning.
   c) refer handicapped students for a case study evaluation.
   d) a & b
   e) all of the above

4. Which of the following tasks is usually a part of the role of a regular classroom teacher in the education of the handicapped student?

   a) Working cooperatively with special education personnel

   b) Participating in the I.E.P. meeting

   c) Writing an I.E.P.

   d) Referring a student for a case study evaluation

   e) All of the above

5. The following are mandated components of the Individualized Education Program except:

   a) the student's level of performance.

   b) due process hearing.

   c) short-term objectives.

   d) special education and related services.

   e) annual goals.

6. An Individual Education Program is:

   a) a legally binding document.

   b) only for handicapped students.

   c) for all children in our schools.

   d) b and c

   e) all of the above

7. Regular classroom teachers are responsible for participating in the education of the handicapped due to the Congressional legislation of:

   a) the Hatch Act.

   b) the 1964 Civil Rights Act.

   c) the Adjournment Resolution of 1975.

   d) P.L. 94-142.

8. According to Deno's cascade which of the following is the least restrictive environments for handicapped students?

   a) Special education classroom

   b) Regular classroom

   c) Special school

   d) Regular classroom with supportive services e.g. resource room

   e) institutions

9. Circle the person or persons who you feel should be involved in the development of a handicapped student's I.E.P.

   a) Parents

   b) Regular classroom teacher

   c) Special educators

   d) Student

   e) All of the above

10. Preparing handicapped students for job awareness and job training will be:

    a) a benefit to the handicapped.

    b) a benefit to the handicapped and the community.

    c) misuse of tax dollars.

    d) a waste of time.

11. The problems of the handicapped are:

    a) too difficult for regular educators to mediate in the regular classroom.

    b) can only be mediated by special educators.

    c) can be mediated cooperatively by special and regular educators.

    d) a burden on the schools.

12. What are some of the school-related services provided for the handicapped student?

    a)

    b)

    c)

    d)

    e)

Appendix D

P.L. 94-142 "Origins and Foundations" - Criterion Referenced Test

P.L. 94-142 "Origins and Foundations"

1. The passage of Public Law 94-142 assures special education and relate services for:

   a) severely handicapped
   b) mildly handicapped
   c) most handicapped children
   d) all handicapped regardless of the severity
   e) none of the above

2. During the middle ages emphasis on the handicapped was directed towards:

   a) keeping the handicapped locked behind doors
   b) more humane care
   c) teaching vocational skills
   d) both B and C
   e) none of the above

3. Attempts to educate the mentally retarded began to emerge during:

   a) the 1900's
   b) the 1800's
   c) the 1700's
   d) the 1600's

4. Pioneers in the field of Special Education were:

   a) Rousseu and Plato
   b) Sabatino and Miller
   c) Montessori and Itard
   d) Juan Bonet and Hewitt

5. Which of the following laws prohibits and federally assisted programs to discriminate against any persons due to a handicapping condition?

   a) P.L. 93-380, Title VI-B
   b) P.L. 93-112, Section 504
   c) P.L. 94-145
   d) P.L. 98-888

6. The ultimate purpose of _____ is to avoid wasting time and money of our courts while insuring competent decisions concerning the education of the handicapped:

   a) Supreme Court
   b) due process procedure
   c) rehabilitation
   d) occupational therapy

7. Equal education is associated with which of the following court cases (Litigation):

   a) Green vs. Board of Education, Wisconsin
   b) Brown, no Board of Education of Topeka
   c) Spangler vs. Board of Education of Southern California
   d) Both A and B

8. Rehabilitation for the mentally retarded in the nineteenth century had its first shaping step in:

   a) institutions
   b) public schools
   c) colleges and universities
   d) the home

9. In your opinion which is the best placement for the handicapped?

   a) public schools (mainstreaming)
   b) institutions (24 hour care)
   c) institutions (8 hour care)

10. In your opinion has P.L. 94-142 been:

   a) just one big headache for educators
   b) great in getting the handicapped appropriate services
   c) unnecessary
   d) another meal ticket for lawyers

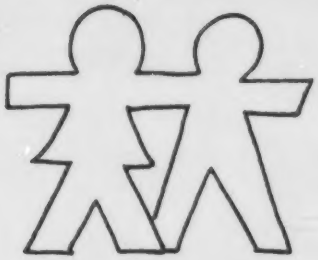
Appendix E

Newsletter

MAINSTREAMING

The Handicapped

SOUTHERN ILLINOIS UNIVERSITY
AT CARBONDALE
CARBONDALE, ILLINOIS



COLLEGE OF EDUCATION DEAN'S GRANT NEWSLETTER JANUARY, 1981

COMMENTS FROM THE DEAN

ELMER J. CLARK

This issue of the Dean's Grant Newsletter is intended to be of assistance to public school teachers and administrators as well as to university personnel who are working in this important program. As you know, the original purpose of a "Dean's Grant" is to recognize the importance of mainstreaming. We all must be committed to the concept that mainstreaming needs to become a reality in many classrooms at all levels of the public schools.

In the College of Education at SIU-C, we are committed to the principle that students in all majors will receive preparation for mainstreaming throughout their programs. This includes an emphasis on this concept in the professional sequence of courses, including field experiences. In order to achieve this goal, we shall we shall need the full support of public school teachers and administrators, as well as all members of the faculty of the college This publication gives us directions as to how such a project can be accomplished.

1979-1980 Faculty Involvement

Faculty who have had direct involvement with the implementation of the Dean's Project include: Dr. Michael Jackson; Dr. Ronna Dillon; Dr. Lawrence Dennis; Dr. Arsene Boykin: Dr. Jack Snowman; Dr. Terry Shepherd and Dr. James Legacy.

HISTORY OF THE DEANS GRANT

NANCY L. QUISENBERRY

In response to a growing demand for support to prepare teachers at the elementary and secondary levels to accommodate handicapped pupils in regular classrooms, the Office of Special Education invited deans of colleges, schools, and departments of education to submit proposals for projects to meet this need. In 1978, the College of Education at Southern Illinois University-Carbondale, submitted a proposal which sought to institutionalize procedures for the preparation of regular teachers which would enable them to accommodate handicapped children and youth in their classrooms. The proposal sought funding for three years. Funding for the grant was received for 1979-82 to accomplish significant changes in the Education Course Sequence, methods course, clinical experiences, and administrative courses.

DEAN'S GRANT PERSONNEL

JOHN J. SACHS

Personnel who are responsible for the implementation of the Dean's Grant project include: Dr. Elmer J. Clark, Dean and Principal Investigator; Dr. Nancy L. Quisenberry; Associate Dean and Project Director; Dr. Sidney R. Miller, Professor, Special Education and Training; Mr. John J. Sachs, Graduate Assistant; Ms. Theresa Johnson, Graduate Assistant; and Mrs. Barbara Davis, Secretary.

P.L. 94-142

SIDNEY R. MILLER

The passage of the Education for All Childrens Act (Public Law 94-142) in 1975 by the United States Congress is having a significant impact on the type and form of education provided the handicapped in the public schools.

Passage of Public Law 94-142 has resulted in the following efforts in Illinois: (A) All identified handicapped students must have an Individual Educational Program, and this program must be reviewed at least once a year. (B) The parents or guardians of the handicapped, and where appropriate, the student shall be given the opportunity to participate in the development of the Individual Education Program. (C) All colleges and universities offering teacher education programs must prepare all future school personnel to serve the handicapped in the least restrictive environment. (D) Where schools lack the facilities to serve the handicapped, the school must hire personnel and/or insure that appropriate educational services are provided. (E) Increased monitoring of public school services for the handicapped has been initiated, and where schools are found to be in violation of state legislation, federal fundings will be discontinued.

The above efforts are but a few of the variety of activities initiated statewide and nationally to insure the educational rights of the handicapped.

The passage of Public Law 94-142 resulted from a series of court actions brought against state and local educational agencies by parents of the handicapped. In 90 percent of the cases, the courts have ruled in favor of the plantiff (the parents).

Regular educators wanting to review materials appropriate for handicapped students can do so in the Clinical Materials Center. (Wham 118.)

RESOURCES DEVELOPED

Resources that have been developed by the project personnel include the following informational packages: Characteristics of Handicapped Students; The Role of the Regular Educator in the Education of the Handicapped; Public Law 94-142 "Origins and Foundations;" Glossary of Terms; Bibliography on Mainstreaming; List of Agencies; Index of Diagnostic Tools; Pre-Post Criterion Referenced Tests and a Student Attitude Survey.

1980-81 GOALS OF THE DEAN'S GRANT

THERESA JOHNSON

The 1980-81 academic year is the second year of a three year grant from the office of Special Education, Department of Education, to infuse information about the rights of the handicapped in the public schools. Exposure to handicapped individuals as learners, and his/her rights to free and appropriate education, will continue to be the primary focus of the grant project staff.

During this second year, personnel preparation will feature the training of the methods courses personnel and faculty responsible for supervising Professional Educational Experience of pre-service teachers.

Sessions are planned which will assist university personnel in exploring possible solutions for problems affecting services for the handicapped in the regular classroom. Such sessions are expected to aid university faculty to effectively prepare prospective teachers to meet the emerging school needs during the decade of the 1980's.

ACCOMPLISHMENTS FOR 1979-1980

JOHN J. SACHS

During the first year of the Dean's Grant, various activities were conducted to fulfill the goals and objectives of the project. Coordinators of the Professional Education Sequence reorganized their course syllabi and courses to include information pertinent to the issues addressed in P.L. 94-142, the Education for All Childrens Act. Special issues addressed were: Characteristics of Handicapped Students; The Role of the Regular Classroom Teacher in the Education of the Handicapped; Public Law 94-142 "Origins and Foundations."

The students impacted by the initial efforts of the Dean's Grant Project resulted in the students attaining a greater understanding of their role in the education of the handicapped as measured on a Criterion Referenced test. Also, students attitudes towards the education of the handicapped in the regular classroom significantly changed in a positive direction as measured on a attitudinal survey developed by project personnel.

HOUSE BILL: 150

JOHN J. SACHS

House Bill 150 was passed by the Illinois Legislature in the Fall of 1979. This bill requires that all students enrolled in teacher education, must complete coursework concerning exceptional children, as a prerequisite to receiving a standard teaching certificate.

Section 21-2a. "After September 1, 1980, in addition to all other requirements, the successful completion of coursework, which includes instruction on the psychology of the exceptional child, the identification of the exceptional child, including, but not limited to the learning disabled, shall be a prerequisite to persons receiving any of the following certificates; early childhood; elementary; special and high school."

The position of the Illinois Association of College and Teacher Education on House Bill 150 is that: guidelines should be developed to insure implementation of P.L. 94-142 which stipulates the content and extent of the types of learning experiences provided to students. However, the IACTE indicated that institutions of higher education should have a great deal of flexibility and latitude in regard to their curriculum options.

The Dean's Grant has enabled SIU-C to not only prepare for the changes mandated by House Bill 150, but it also initiated new and appropriate response to the role teachers will play in the 1980's.

MAINSTREAMING HANDICAPPED STUDENTS:

A GUIDE FOR THE CLASSROOM TEACHER.
ANN P. TURNBULL & JANE B. SCHULZ,
BOSTON: ALLYN & BACON, INC., 1979
386 PAGES.

THERESA JOHNSON

The authors stated that the basic principle underlying mainstreaming, are: a) that handicapped students benefit educationally and socially from programs which have handicapped and nonhandicapped students. It is based on the assumption that the handicapped, when compared to their nonhandicapped peers, have more similarities than differences; and b) that "separate" education can result in "unequal" education. The mainstreaming effort has developed from many sources, including educational research, litigation, legislation, and the civil rights movement.

The authors specifically address the question most regular educators frequently ask, "What should I do with the other 29 students in my class while I give the handicapped student the necessary attention and instruction that he/she requires?"

The authors provide a bridge between the principle of mainstreaming and the reality of educational implementation by highlighting instructional strategies, and curriculum adaptations that are possible with the entire class.

The book provides an analysis of the characteristics of handicapped students and the educational implications associated with those characteristics.

Public Law 94-142, The Education for All Childrens Act, as presented in this book, focuses on how this legislation will impact the regular classroom teachers and the education of our nations handicapped youth.

This is an excellent resource for both regular and special teacher educators and the students enrolled in their classes.

SIDNEY R. MILLER - Education for all Childrens Act (P.L. 94-142)

The passage of the Education for All Childrens Act (P.L. 94-142) as the resulting mandate to provide handicapped students a free and appropriate education occurred because until the 1970's many students with physical and educational impairments were excluded from the public schools.

The push to insure the handicapped a public education, which reflected their capacity to learn, is reviewed by some authorities as another component of the civil rights movement. P.L. 94-142 is designed to insure the civil rights of the handicapped. Among the rights guaranteed the handicapped are:

. A free and appropriate education in the least restrictive environment.

. The right to due process in the development and implementation of the students educational plan.

. The right to appeal any decision made by the school which the parents or student may disagree.

. The right of the parent to review the students school records, including test scores and teacher comments.

Mainstreaming

The Handicapped

Southern Illinois University at Carbondale
Carbondale, Illinois

COLLEGE OF EDUCATION DEAN'S GRANT NEWSLETTER JULY, 1981

DEAN'S GRANT REVISITED

During the past two years, the College of Education has developed a process of preparing prospective teachers to serve handicapped students through the Dean's Grant. This project has been funded by the United States Department of Education, Office of Special Education. The purpose of the Dean's Grant is to incorporate information into the SIU-C teacher preparation program which addresses identification, instructional methods, and legal rights for exceptional students receiving services in various educational settings.

In order to accomplish the project's objectives, several informational packages have been developed which are relevant to specific courses and activities in the SIU-C teacher preparation programs. For example; Education 301, "Human Growth and Development," information concerning the characteristics of handicapped students and a glossary of terms was developed; Education 302, Basic"Techniques and Procedures in Instruction" was provided information concerning the role and responsibility of the regular classroom teacher in the education of handicapped students.

Although these informational packages are extremely important, we also believe that on-hands experiences are not only essential to understanding the problems of exceptional students but is mandatory if a prospective teacher is to be a successful teacher of exceptional students. With the combined efforts of Southern Illinois University-Carbondale faculty, we expect

(cont'd. page 3)

THIRD YEAR EFFORTS OF THE DEAN'S GRANT

THERESA JOHNSON

The third year of the Dean's Grant will focus on personnel in Educational Leadership, Educational Administration, and other individuals concerned with administrative certification.

During the past academic year, the Dean's Grant personnel worked with faculty at Southern Illinois University-Carbondale whose focus was on methods instruction.

The methods faculty, composed of individuals from several colleges across the campus, were provided materials with generic methods that could be used with handicapped students.

In the coming year, the methods faculty will be disseminating this information through their specific classes.

Some methods personnel also visited public school sites where handicapped students are being served in mainstreamed environments.

Besides serving the educational administration and educational leadership facilities, during the third year data generated during the second year of the project will be analyzed. The purpose of the data analysis is to assist Dean's Grant personnel evaluate the effectiveness of their materials and inservice efforts. Specific information concerning the receptivity of students to materials, validity of materials as instructional aids, and level of information assimilated

(cont'd. page 4)

MAINSTREAMING IN OUR PUBLIC SCHOOLS: PROFESSIONAL EDUCATORS VISIT THE MAINSTREAM

JOHN J. SACHS

The goal of the Dean's Grant is to familiarize SIU-C faculty and students with the needs, characteristics, and methods of teaching handicapped students in the least restrictive environment.

In order to achieve our goal, the Dean's Grant personnel has developed informational packages, organized formal and informal meetings with the methods instructors and center coordinators, and conducted site visits for faculty and students.

All site visits were located in school systems that are mainstreaming exceptional students.

The students that were observed ranged from elementary to high school age, and included educable mentally retarded, trainable mentally retarded, learning disabled, behavior disordered, and the physically handicapped. The site visits were conducted throughout the state of Illinois and in St. Louis, Missouri. They included: 1) The Special School District of St. Louis; 2) Carbondale School District; 3) Wabash-Ohio Special School District; 4) Carrie Bussey Elementary School, Champaign, Illinois; 5) Douglas School, Springfield, Illinois; and 6) JAMP Educational Services, Olmstead, Illinois. Although the site visits were limited to these six school districts, many other districts were willing to open up their doors to our faculty.

The faculty who participated in the site visits were able to observe some programs that are currently serving exceptional students.

During the coming year, the methods instructors will be provided another opportunity to visit an existing program for exceptional students. Also, they will now have the opportunity to communicate to their students the information along with their experiences concerning effective methods of integrating exceptional students into their classrooms.

In the section that follows are some personal perspectives of our faculty concerning the school districts that they visited.

BERNIECE SEIFERTH - Site visit-St. Louis Special School District

The site visit to the Special School District of St. Louis County was indeed a learning experience and truly enjoyable. The personnel attached to the district were very gracious in disseminating their information and spent a great deal of time explaining how they developed their innovative program.

We also were able to visit the Kirkwood High School which contains a resource room for secondary special education students. The two young ladies in charge of the room are extremely dedicated to their profession of working with Special Education students. We were able to examine an amazing amount of materials they developed for their students. Their dedication extends to working on weekends and leading workshops for Special Education teachers. I recommend their knowledge, vitality and enthusiasm without reservation to any school district.

I also have to include that the trip was personally enjoyable. I have long been of the opinion that we need more communication between disciplines and this was an opportunity to share our professional experiences. Also, for just pure fun, until you've heard those world travelers, Art and John, relate their extensive overseas travels, you just haven't heard anything yet!

DEAN'S GRANT REVISITED (CONT'D)

to provide students with generic experiences in the teaching of exceptional students.

The ultimate focus of the SIU-C effort is to insure the rights of all students to an appropriate education which recognizes their individual learning strengths and weaknesses and then develops services designed to meet their needs.

Dissemination of materials and field trips will continue, as well as lectures to university personnel by on-campus handicapped individuals. Pre-service students will experience lectures, observation of technique, classroom simulations, and hands-on techniques.

As a final measure of the student progress, they will be asked to develop Individual Educational Programs for handicapped students.

-JAMP-
MAINSTREAMING IN A PASTORAL SETTING

JACK CASEY, NANCY WHITEHEAD, DANIEL DUMAS

JAMP Special Education Services is located in a unique farm-like setting in Olmstead, Illinois. Arvin N. Napier is Acting Director and Joseph D. Anderson is Pre-vocational Coordinator. Mr. Anderson, Ed Billingsley, (Horticulture), Albert Phillips (Behavior Disordered) and Barbara Arnold (Food Services) were interviewed during our on-site visit on May 5, 1981. The student population observed were severely behaviorally disordered, trainable mentally handicapped.

Based on this visit, the following suggestions are made in regard to utilization of JAMP Special Education Services for mainstreaming:

1. Agricultural Education field trips.
2. Visit from Mr. Billingsley to Agriculture seminars to discuss children with special needs.
3. Participation by undergraduate students in the annual festival at Olmstead.
4. Volunteer work experience at Olmstead.
5. Undergraduate students could travel with pre-vocational coordinator to sites in four counties.
6. One-on-one tutoring.
7. Visit to children's centers in region.

The faculty members and student teachers who visited Olmstead were very much impressed by JAMP Special Services. It is unique and we earnestly recommend that other faculty members and students visit this site.

A. L. AIKMAN - Site visit-St. Louis Special School District

The visitation to the Special School District of St. Louis County provided some interesting insights into a unique system. This District was created by legislation in Missouri in 1957 to meet the Vocational and Special Education needs of students of twenty-three school districts, not including the St. Louis Metropolitan District of St. Louis County. The District has 2,000 employees, many special buildings and facilities, and cooperative programs for 16,000 students in many of the Elementary, Middle Schools, and High Schools of twenty-three districts. This system faces tremendous challenges in terms of cooperative programs, community relationships, teacher and administrator acceptance, and adapting instruction for mainstreamed students.

With the assistance of some very special professionals, including Dr. Lois Bartels, and some special grants, including a Title IV-C grant, this district has been able to foster very positive attitudes which have enhanced educational opportunities for the students who have such great needs.

In visiting Kirkwood High School, and observing the positive relationships which exist among the special education teachers of the Special District, the Administrators of the Local District, the Guidance personnel, and others, one develops an awareness of true commitment to meeting needs of special education students.

(cont'd. page 4)

MAINSTREAMING IN HIGHER EDUCATION: SPECIALIZED STUDENT SERVICES

CHRIS ETHIER *

The office of Specialized Student Services is the major source of services to disabled students at Southern Illinois University. Students having a wide range of disabilities may obtain such services as: test proctoring, attendant referral, reader and notetaker referral, special equipment loan, and academic materials in braille or on tape. The goal of this office is to facilitate the full and equal participation of disabled students in the SIU-C community. Disabled students are encouraged to seek services as non-disabled students from other University departments. Many departments such as Travel Service and Career Planning and Placement, offer resources that are especially designed to meet the needs of the disabled. Anyone having questions about our services, or anyone who may be working with individuals having particular disabilities are encouraged to contact our office in Woody Hall. We are anxious to offer any help.

** Chris Ethier is Assistant Coordinator Specialized Student Services*

THIRD YEAR EFFORTS OF THE DEAN'S GRANT (CONT'D)

by the faculty has been collected during the past year.

A. L. AIKMAN (CONT'D.)

As a result of experiences like this one, I sense in myself a changing attitude toward mainstreaming, Public Law 94-142, and Special Education Programs. I now have some sense of the real meaning of the term "least restrictive environment" and what it can mean for very special kinds of children with very real needs.

PERSONAL PERSPECTIVES

MAINSTREAMING IN THE SECONDARY SCHOOL SYSTEM: A PERSONAL VIEWPOINT

DAVID J. NITZ *

Mainstreaming may be considered to be the integration of handicapped students into the regular classes of nonhandicapped students. On March 12, 1981, I participated in a meeting conducted by the Dean's Gran personnel. The purpose of this meeting was to familiarize the education faculty members with the general and specific needs of the handicapped students in mainstreamed settings.

Addressed in this presentation was the idea of mainstreaming of physically handicapped students with the regular student population and how it relates to secondary educational systems. I was afforded the luxury of experiencing mainstreaming of physically handicapped students in a secondary school setting, both personally and professionally, myself being physically handicapped.

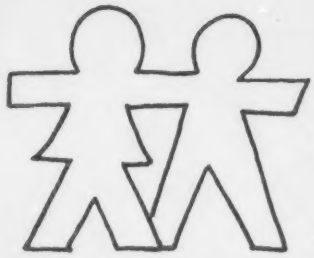
Mainstreaming of physically handicapped students in a secondary school system provides the physically handicapped student the opportunity to function with non-physically handicapped students in a socially accepted manner. As a function of being exposed to other apparent differences in people, mainstreaming in these secondary school systems should be encouraged. It is my belief that mainstreaming is beneficial for the physically handicapped as well as non-physically handicapped students.

** David J. Nitz is a Graduate Student*

MAINSTREAMING

The Handicapped

Southern Illinois University at Carbondale
Carbondale, Illinois



COLLEGE OF EDUCATION DEAN'S GRANT NEWSLETTER FALL, 1981

THE DEAN'S GRANT PROJECT AT SOUTHERN ILLINOIS UNIVERSITY

Mike White

In 1979, the College of Education at Southern Illinois University was awarded a Dean's Grant for the purpose of infusing issues pertaining to the handicapped into teacher education curricula. The project's objectives were: to facilitate an appreciation of the needs and skills of handicapped students, develop faculty and student awareness regarding the intent of Public Law 94-142, and provide regular education students with information and materials which would be useful in the development and implementation of instruction.

The target groups for this project involved instruction at the introductory, methodological, and student teaching levels. The students and faculty represented not only the College of Education, but also the Colleges of Liberal Arts, Science, Human Resources, and Communications and Fine Arts.

The project staff, assisted by the Special Education faculty and the faculty of Education 301, 302, and 303, developed the following three information packages:

I. Designed for inclusion in Education 301, this package contains information regarding the characteristics of handicapped students and a glossary of terms.

II. Package II, designed for inclusion in Education 302, addresses the role of the regular educator in the education of the handicapped and contains a listing of outside support agencies and diagnostic tools.

III. Designed for inclusion in Education 303, this package contains information regarding the history of special education and a summary of related litigation and legislation.

The criterion level established for the eventual integration of any material into the existing curricula was that 80 percent of the faculty and students responded positively to the material, judging it to be relevant, useful, and presented in an understandable format.

To date, the data has been very encouraging. The results of the student evaluations were very positive, with over 95 percent responding favorably to questions regarding the relevancy, usefulness and format. In addition, students demonstrated positive changes in their attitudes towards, and their understanding of the handicapped.

The three information packages have been assimilated into the curricula and are currently available, in booklet form, at the Student Center Bookstore.

ADMINISTRATORS AND PUBLIC LAW 94-142

William H. Koenecke

Nearly six years have passed since the end of the "quiet revolution" (Abeson & Zettel, 1977). The revolution ended with

(cont'd. page 4)

PERCEIVED CONCERNS RELATIVE TO P.L. 94-142

Mickey Jackson

Public Law 94-142 has, without question, provided for better educational programs for handicapped students. At the same time, it should be understood that the implementation of the mandates of P.L. 94-142 has created certain problems for administrators and teachers in the school setting.

Administrators have had the tasks of identifying students who have not been in an educational setting at all and of providing for appropriate identification and placement procedures for existing handicapped students. While, on the surface, this may not appear to be too rigorous a task, school personnel report that specific criteria for selection and subsequent placement are either lacking or difficult to interpret. Since one of the basic reasons the legislation was passed was to provide the least restrictive education for all handicapped children, it is imperative that a sophisticated procedure for identifying the target population be available. School personnel perceive problems in this critical area.

Additionally, administrators have expressed concerns relating to the lack of adequate physical facilities, both individual classroom space and building adaptability. In certain instances, it has become necessary to plan extensive modifications to existing facilities in order to accommodate a larger population of special students. In an era of diminished financial capacity, it is easy to see how another perceived problem exists.

Staffing is also a concern of school districts, as many do not have, within their existing roster of personnel, adequate instructional units to handle increases in, or shifts in, student populations. At the secondary level, there is a lack of qualified personnel to meet the needs of the districts.

Teachers, when confronted with the notion that they will be expected to provide classroom instruction for special education students, often react with negative attitudes. Much of this reaction stems from the fact that regular classroom teachers have had no experience with, or coursework related to, this typical student. Inservice programs have been initiated, but not all districts utilize them. The Individualized Education Program (IEP), an inherent component of P.L. 94-142, has presented problems in certain circumstances. Regular classroom teachers are expected to implement the IEP, but are not included in its preparation. This is probably one of the most serious problems connected with P.L. 94-142.

The problem addressed by P.L. 94-142 needed attention but, at the same time, the development and implementation of procedures necessary to insure the proper functioning of the legislation have caused some difficulties which school personnel have to confront before the true intent of the legislation is realized.

THE IMPORTANCE OF UNDERSTANDING DEVELOPMENTAL MODELS FOR SYSTEMATIC INSTRUCTION OF ALL LEARNERS

Ronna F. Dillon
and
Randy Stevenson-Hicks

In recent years, considerable emphasis has been placed upon individual differences in cognitive abilities and how knowledge of such differences can be used in order to maximize instructional efforts. Public Law 94-142 makes this emphasis with specific reference to handicapped children although it readily applies to the non-handicapped as well.

(cont'd. page 3)

THE IMPORTANCE OF UNDERSTANDING DEVELOPMENTAL MODELS FOR SYSTEMATIC INSTRUCTION OF ALL LEARNERS (CONT'D.)

Educators daily must deal with a diversity of skill differences across a variety of content domain areas. Simultaneous with meeting the educational needs of a heterogenous group of learners, educators must maintain an adaptive, flexible, yet coherent and systematic instructional approach.

The effectiveness of a particular instructional mode may not be a function of the absolute potency of its underlying theory so much as the systematic utilization of the implications generated by the theory. All theories of cognitive development imply instructional approaches as well as indicating under what circumstances and at what developmental points individual differences may arise. What may be of most importance then is that educators be cognizant of their guiding theories and accompanying implications instruction.

Assuming a maturational perspective may suggest a teaching approach which stresses the importance of waiting for the child to reach a certain level of development prior to direct instruction. Attempting to teach a specific skill before the child is maturationally ready may, according to advocates of this position, be detrimental to the learner as it could upset the balance of the "system." A hierarchical view of cognitive development such as that proposed by Gagne leads one into a highly task analytic approach (Forman & Sigel, 1979). Learning is viewed as cumulative with the acquisition of more complex skills dependent upon a solid grasp of simpler abilities learned at an earlier time. Individual differences arise as a function of the complexity of the task and the student's possession of the requisite skills to complete the task. Deficiencies are remediated by breaking down the problem into components, determining which component skills and processes the student cannot execute and providing the necessary training for success.

Bijou & Baer (1961) focus upon the environmental determinants of development and behavior and would argue that reinforcement contingencies are of critical importance. Differences in cognitive abilities reflect differing learning histories. The role of the teacher is to structure the learning environment to maximally reinforce learning behavior.

A recent approach developed by Klahr & Wallace (1976) views cognitive development as information-processing. Such a model concerns itself with the moment by moment decisions a child must make when solving problems. Since there are various ways to solve a single problem, this approach attends to the 'thinking-out-loud' statements of students while solving problems. Efficient solution strategies are modeled and taught in subsequent training sessions.

Within a Piagetian framework cognitive development proceeds in stages, one stage being qualitatively different from another (Phillips, 1975). Underlying the differences are structural changes which occur as a result of appropriate interactions with the environment. Continued cognitive growth is seen as a function of increasingly complex interactions between the learner and the learning context. Development can be facilitated to a degree by providing learning experiences which embody the logical operations typical at a particular stage. Growth is limited, however, by biological structures. Direct teaching of skills beyond the developmental level of the child is believed to be effective only if the structures themselves are undergoing transition from one stage to another.

In summary, all theories can account for individual differences to some degree. It does not seem that a particular instructional approach depends solely upon the inherent value of the underlying theory. Whatever developmental theory an educator advocates, it is important to be aware of the assumptions and implications of the theory. Such awareness promotes systematic instruction and serves as a basis for a more valid assessment of the usefulness of the theory.

ADMINISTRATORS AND PUBLIC LAW 94-142 (CONT'D)

the passage of Public Law 94-142, which mandated the right of handicapped students to obtain a free and appropriate education. While the federal government made the states accountable for the implementation of the law, the primary operational responsibility and burden has been placed on local school boards of education and superintendents of local school districts. Given these new responsibilities, how are local schools responding to the law and its educational obligations?

Five Illinois administrators were contacted to determine their attitudes about state and federal mandates governing the education of the handicapped. The superintendents contacted were Mr. Gene Stettler of the Crab Orchard School District, Mr. A.C. Storme of the Marion School District, Mr. Gary Vaughn of the Goreville School District, Mr. Avery Wilson of the Earlville School District, and Mr. Reid Martin of the Carbondale High School District.

The five rural superintendents said that schools in Illinois are seeking to respond to the letter and the spirit of the law, which seeks to insure equitable educational opportunities for the handicapped students. Each expressed concern with possible cutbacks of federal and state monies and the corresponding effect upon the current level of service being offered the handicapped by local school districts. Local schools are facing tight money and the loss of any funds will place schools in a severe cash flow situation, which could produce decreased services, the superintendents reported.

Tight money and the maintenance of quality education are the worries of superintendents facing shrinking state and federal support. Mr. Storme, the Marion Superintendent said, "federal and state governments have mandated requirements without allocating the needed money to meet these new educational obligations." Other superintendents concur with Mr. Storme. Mr. Wilson foresees a potential reduction in staff should the special monies be eliminated or reduced sharply for his district. He indicated that existing services for non-handicapped populations can no longer be reallocated to serve the handicapped students.

Mr. Stettler expressed concern with the maximum class size numbers established for certain classes by the Illinois State Board of Education and Illinois state law. When classes reach a specific number, additional aides, teachers, or new classes must be added to the program thus increasing the local cost. He believes that certain severely handicapped classes must have limited numbers, but insists, flexibility be given to the local level administrators in establishing the maximum class size among moderately and mildly handicapped populations. The entire issue of class size and placement will have to be reconsidered as we move into a new funding arrangement, if indeed, funds are cut back, Mr. Stettler continued.

Mainstreaming the integration of functionally appropriate handicapped students into regular classroom environments generated a positive comment and an expression of concern from two of the administrators. According to Mr. Vaughn, "The process of mainstreaming has been good both educationally and financially for the Goreville School District. The cost of transportation and tuition to the special education cooperative has been reduced by bringing some of the students back to the local school building." Mr. Martin is not opposed to the concept of mainstreaming, but has concern about the preparation of the regular teachers who are working with handicapped students in the regular classroom environment. He urges that the appropriate undergraduate experiences be provided for students who aspire to become teachers and that current teachers be provided the proper training so that they can work effectively with handicapped students.

Handicapped education is doing well in Illinois, according to administrators. They are concerned with requirements to continue mandated programs without the necessary funds to drive the services, as set forth in Public Law 94-142, on the federal level and Article 14 of the Illinois School Code.

Appendix F

Quisenberry/Miller Questionnaire

QUISENBERRY/MILLER QUESTIONNAIRE

ASSESSMENT OF KNOWLEDGE OF EDUCATION OF THE HANDICAPPED

1. Identification of students with learning problems/handicaps should begin with:

   a) the regular classroom teacher.
   b) special educators.
   c) psychologists.
   d) social workers.

2. Regular educators:

   a) should be trained to mainstream handicapped students.
   b) are not expected to teach handicapped students.
   c) should learn about handicapped students on a volunteer basis.
   d) need extra training to work with the handicapped.

3. Circle the person or persons who you feel should be involved in the development of a handicapped student's I.E.P.

   a) parents
   b) regular classroom teacher
   c) special educators
   d) student
   e) all of the above

4. Preparing handicapped students for job awareness and job training will be:

   a) a benefit to the handicapped.
   b) a benefit to the handicapped and the community.
   c) misuse of tax dollars.
   d) a waste of time.

5. The problems of the handicapped are:

   a) too difficult for regular educators to mediate in the regular classroom.
   b) can only be mediated by special educators.
   c) can be mediated cooperatively by special and regular educators.
   d) a burden on the schools.

6. Of the behaviors listed below, which one best describes a student who has a visual perception problem?

   a) has difficulty seeing objects that are far away.
   b) rubbing his eyes frequently.
   c) inability to discriminate between different symbols
   d) inability to communicate with sign language.

7. Which of the following is an underlying deficit exhibited by a student who is having an auditory perception problem?

   a) Inability to discriminate sounds
   b) Watching lips of someone communicating with him
   c) Uses sign language
   d) Inability to hear a stimulus

8. If a student is experiencing difficulties in academic or social interactions, and is suspected of being educationally handicapped, the first thing the classroom teacher is required to do is:

   a) send a letter to the parents of the student.
   b) implement an individualized education program.
   c) make a referral.
   d) develop a special program for the student.

9. Which are the major sensory areas that are important to the educational growth of a student?

   a) Speech
   b) Vision
   c) Hearing
   d) b and c
   e) all of the above

10. Which of the persons below have been delegated the responsibility for referring a student for a case study evaluation?

    a) Regular classroom teacher
    b) Parents
    c) Special education teacher
    d) Any one of the above

11. The primary role of the multidisciplinary team is to:

    a) do preschool screening.
    b) assess the handicapped student's level of functioning.
    c) refer handicapped students for a case study evaluation.
    d) a and b
    e) all of the above

12. The following are mandated components of the Individualized Education Program except:

    a) the student's level of performance.
    b) due process hearing.
    c) short-term objectives.
    d) special education and related services.
    e) annual goals.

13. An Individual Education Program is:

    a) a legally binding document.
    b) only for handicapped students.
    c) for all children in our schools.
    d) b and c
    e) all of the above

14. Regular classroom teachers are responsible for participating in the education of the handicapped due to the Congressional legislation of:

    a) the Hatch Act.
    b) the 1964 Civil Rights Act.
    c) the Adjournment Resolution of 1975.
    d) P.L. 94-142.

15. According to Deno's cascade which of the following is the least restrictive environment possible for handicapped students?

    a) Special education classroom
    b) Regular classroom
    c) Special school
    d) Regular classroom with supportive services, e.g. resource room
    e) Institutions

16. Segregation of handicapped individuals was supported by the following philosopher(s).

    a) Plato
    b) John Locke
    c) Jean Jacque Rosseau
    d) none of the above

17. Which of the following individual(s) are considered to be pioneers in the education of the handicapped?

    a) Jean-Marc Gaspand Itard
    b) Edward Sequin
    c) Maria Montessori
    d) all of the above

18. The constitutional amendment that requirements states to provide equal protection of the law to all its citizens is:

    a) 5th amendment
    b) 14th amendment
    c) 6th amendment
    d) 4th amendment

19. The Supreme Court decision that assured that those states providing educational services to any citizens must be provided to all is:

    a) Doe vs. Board of School Directors of the city of Milwaukee.
    b) Spangler vs. Board of Education.
    c) Brown et. al. vs. Board of Education of Topeka et. al.
    d) Beattie vs. State Board of Education.

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